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ABSTRACT

This report summarizes 48 states' current policies on the participation of students with disabilities in large-scale assessments and the accommodations noted in state policies as available for those students. In developing the summary, changes in state assessment policies were also checked. Charts in the report provide information on presentation accommodations, response accommodations, scheduling accommodations, setting accommodations, and standard versus nonstandard assessments. Results from the review indicate: (1) state participation and accommodation policies continue to rely on the Individualized Education Program (IEP) teams to make decisions; (2) there has been a decrease in attention to the type of disability and an increase in attention to curricular activity or matching assessment to the course content; (3) additional testing options have become widely available, with many states allowing partial participation in testing; (4) a significant change for state policies is the addition of accommodation criteria that help IEP teams to make more systematic decisions to ensure appropriate accommodations; and (5) the description of accommodations as standard or nonstandard appears to be increasing. A complete list of state documents is included in the appendices. (CR)

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State Participation and Accommodation Policies for Students with Disabilities: 1999 Update

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State Participation and Accommodation Policies for Students with Disabilities: 1999 Update

Martha Thurlow • Allison House • Chris Boys • Dorene Scott • James Ysseldyke

April, 2000

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

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Executive Summary

Statewide assessments continue to be the primary component of accountability systems, yet there continues to be much variability in the accommodations and participation policies of the states. Federal law now recognizes that the exclusion of students with disabilities from state or district assessments provides an inaccurate understanding of student progress. New provisions in the 1997 reauthorization of IDEA (IDEA 97) require that students with disabilities be included in state and district assessments, with appropriate accommodations if necessary. In this report, we summarize states' current policies on the participation of students with disabilities in large-scale assessment, and the accommodations noted in state policies as available for those students. In developing this summary, we also checked for changes in state assessment policies. Generalizations from these efforts are:

- State participation and accommodation policies continue to rely on the IEP team to make decisions.
- There has been a decrease in attention to the type of disability, and an increase in attention to curricular activity or matching assessment to the course content.
- Additional testing options have become widely available, with many states allowing partial participation in testing.
- A significant change for state policies is the addition of accommodation decision-making criteria. These criteria help IEP teams make more systematic decisions, and help to ensure appropriate accommodations.
- The description of accommodations as standard or nonstandard appears to be increasing.

These clear findings are balanced by some unknowns that require further study. For example, there are several states that are known to provide accommodations to *all* students who need them—not just those with disabilities—but identifying these states through their state policies on participation and accommodations is difficult or impossible. Second, states vary considerably, with some much more accommodating than others. Some of the most accommodating states allow changes in test procedures, such as writing answers in test booklet or separate settings, to all students. These states do not consider the changes to be accommodations; thus, they do not appear on our grids. Finally, despite increasing openness to participation and accommodations in policy, we still have little knowledge about what happens in practice.

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Overview

The National Center on Educational Outcomes (NCEO) has been tracking since 1990 states' progress in ensuring that all students participate appropriately in assessments, including students with disabilities. In the early 1990s, McGrew, Thurlow, Shriner, and Spiegel (1992) looked at the participation of students with disabilities in both national and statewide assessments, and found that 34 out of the 49 reporting states said that they had formal or written decision rules on the participation of students with disabilities in statewide assessments. In 1993, Thurlow, Ysseldyke, and Silverstein examined the literature on testing accommodations for students with disabilities, and updated and added to the earlier work on states' policies. Common testing accommodations were discussed in the report, as well as policy, legal, and psychometric considerations when using accommodations. In addition, a classification system was used for the different types of accommodations commonly offered. The four classes of accommodations were: *presentation format*, which were changes in how tests were presented and included accommodations like providing Braille versions of the tests or orally reading the directions to students; *response format*, which were changes in the manner in which students gave their responses and included accommodations such as having a student point to a response or use a computer for responding; *setting of the test*, which could be at home, or in small groups; and finally, *timing of the test*, which could include extending the time allowed, or providing more breaks during testing.

Thurlow et al. (1993) provided information from a sample of states on their participation policies (who should participate in their statewide tests) and their accommodations policies (which accommodations could be used during testing). In 1993, there were 28 states with written policies on the participation of students with disabilities in their tests. At this time, there was a great deal of variability in the types of decision rules states had for the participation of students with disabilities. Some of the factors commonly considered at that time included the type of disability the student had, the degree of the student's impairment, and the percentage of time the student was mainstreamed or receiving special services. Rules sometimes called for looking at only one of these variables, but more commonly at a combination of the variables.

At the time the 1993 report was published, there were 21 states with written policies on accommodations. Again, there was a great deal of variability across states in the accommodations that were allowed. The types of accommodations that were most frequently allowed—and prohibited—were changes to the presentation format. Presentation format changes most frequently allowed included offering Braille or large-print versions of the tests. Those most frequently prohibited included oral reading, video, or signed presentations of the tests.

In 1995, NCEO updated the 1993 information in two separate reports. The report on *participation* reproduced and summarized information from the states' written guidelines on the participation

of students with disabilities in their state tests (Thurlow, Scott, & Ysseldyke, 1995b). The number of states with written guidelines increased from the 28 in 1993 to 43 in 1995. Noteworthy variables mentioned most by states in the 1995 report were the involvement of the Individualized Educational Program (IEP) team in making decisions about the participation of students with disabilities in testing, the role of parents, issues related to partial testing, the placement or category of disability of the student, and the reporting of the students' results.

Policies for *accommodations* were also re-examined in 1995, with a total of 38 written guidelines provided by states, up from the 1993 total of 21 guidelines (Thurlow, Scott, & Ysseldyke, 1995a). Again, a number of accommodations proved controversial. Use of a scribe, in which a student can give answers to a person (scribe) who will write them down, was explicitly prohibited in one state, and allowed in 15 other states. The use of a calculator during testing was prohibited by five states and allowed by four states. Finally, reading a test aloud was prohibited by nine states and allowed by two states (this often depended on whether it was the reading test or other content area). Overall, while most states offered accommodations, there was little consistency in the apparent acceptability of various accommodations. Almost every state had revised its guidelines between the publication of the 1993 and 1995 reports.

In 1997 (Thurlow, Seyfarth, Scott, & Ysseldyke, 1997), one of the most notable changes from earlier reports was a decrease in the number of active participation policies and a static number of active accommodation policies; this was likely due to many states suspending either their policies or their assessments during this time. In addition, nearly every state with an active policy had changed it in the two years since the 1995 analysis. As before, the IEP team and parents were to help make participation decisions. Type of disability became less important in decision-making, and curricular validity became more important. A growing number of states were preparing to offer alternate assessments for students with severe disabilities.

Accommodations policies continued to have common themes between the 1995 and 1997 reports. Reading the test aloud was both widely allowed and widely prohibited. Calculators were more widely allowed and less frequently prohibited. Proctors and scribes were also more widely available in 1997 than they were in 1995, with nearly three-quarters of states with policies allowing their use. States' creativity in developing accommodations intended to meet the needs of their students with disabilities was demonstrated by the increasing number of different accommodations available. An analysis of the differences in accommodations available in norm-referenced and criterion-referenced testing revealed that while there were generally more accommodations available for criterion-referenced tests, setting accommodations tended to be very similar across the two types of assessments.

Why Update?

The Individuals with Disabilities Education Act was amended and new legislation for Title I services went into effect after the 1997 analysis of states' policies. In addition, new documents (e.g., Thurlow, Elliott, & Ysseldyke, 1998) have helped raise awareness of the need to include students with disabilities in large-scale assessments, and have provided assistance on how states can be more inclusive. Since states have been actively working on the issues of participation and accommodations in testing, their policies are anticipated to have changed significantly.

Updating Procedures

Gathering Policies

To update the NCEO files on state participation and accommodations policies, we first assessed the need for updating. We noted that two states had not revised their policies since 1995, and seven states did not have guidelines in the 1997 publication. We knew that many states had been developing or revising their guidelines because of calls we had received from them about these efforts. Thus, we requested information from all 50 states. We also requested guidelines from educational entities that receive special education funds, unique states such as the Bureau of Indian Affairs and the District of Columbia. We accepted new documents through mid-August, 1999. We made the appropriate updates to our matrices and then sent the new tables back to the states for review. States could indicate that there were no changes needed, ask for more information in order to decide whether the tables were accurate, or change the tables. If states indicated the need for a change after reviewing the summary table, we requested written documentation before making the changes. We accepted any new changes or revisions through October 15, 1999. In total, we updated the participation policies of 48 states and the accommodation policies of 48 states. A complete list of state documents is in Appendix A. We also received policies from three unique states (BIA, CNMI, DoDDS). These policies are included in Appendix B.

Presenting the Policies

In 1995, the text of all relevant state policies was included in the updates, with highlights presented prior to the actual policies. The current report followed the format that was implemented in 1997, in which tables were created to summarize the policies. For these tables, we provide an appendix with the category definitions that we used when deciding whether a state's policy included language referring to each category (see Appendix C).

Presenting policy information in tables makes the information easier to use, but sometimes

obscures the complexity that underlies the policies. For example, the length and detail of the original source documents, which ranged from several sentences to hundreds of pages, is not apparent. Another difference is the specificity of the documents to the tests given. Some states specify accommodations for each test individually, while other states provide accommodation guidelines, but do not make them specific to the different tests given in the state.

We have summarized the information we collected in two sets of tables in this report, one set for participation guidelines and a second set for accommodation policies. In addition, we have summarized the information from the states that differentiate between standard and nonstandard accommodations.

Updated Participation Policies

In 1997, NCEO reported that 40 of the 50 states had active policies on the participation of students with disabilities in statewide testing. Since that report was published, all states with statewide assessment have established some sort of participation policy.

While all 50 states responded to NCEO's request for information, Nebraska indicated that it does not currently have a statewide assessment and thus does not have participation criteria. In addition, Iowa provided participation criteria but since they pertain to district assessments, they are not included in this document. The Bureau of Indian Affairs responded that it recommends that its schools use the policies of the specific states in which they are located.

Table 1 summarizes the variables included in the participation policies in each state. It is evident from the table that nearly every state with an assessment policy in place uses the IEP team's decision as one of the primary criteria to determine whether a student participates in the statewide assessment. Colorado was the only state that did not identify the IEP team in its participation guidelines. New York specified that the decision is based on the student's IEP, and the principal or the local team may decide on specific accommodations if necessary.

Of the specific criteria listed in Table 1, course content or curricular validity is listed most often (in 16 of the states). Relatively uncommon criteria are whether the student is receiving special education services and whether the student is pursuing regular standards. Fewer than one fourth of the states (9 of 48) referred to the role of the parent/guardian in the decision-making process. It is notable that the most prohibited participation criterion is the nature or category of the disability. Eleven of the states indicated that this criterion is prohibited for determining a student's assessment participation. Those states that indicated disability category was a criterion for deciding participation in assessments generally referred to students with severe/significant

Table 1. Participation Policy Variables

	IEP Team Decides Participation	Nature/ Category of Disability	Course Content or Curricular Validity	Parent/Guardian Involvement Specified	Receiving Special Education Services/ % Time	Non-pursuit of Regular Standards or General Curriculum	Other
AL	X	X	X	X			X
AK	X	O	X		O		X
AZ	X	O					X
AR	X	X			X		X
CA	X	X		X			
CO							X
CT	X	O	X		O		X
DE	X						X
FL	X		X			X	X
GA	X						
HI	X			X			
ID	X						
IL	X						X
IN	X		X	X			
IA	No statewide assessment						
KS	X						X
KY	X	O	X		X		
LA	X						X
MA	X						X
ME	X		X				
MD	X					X	X
MI	X						
MN	X	O	X		O		X
MS	X	O	X		O		X
MO	X			X	X		
MT	X						
NV	X		X				
NH	X						
NE	No statewide assessment						
NJ	X		X				X
NM	X	X					
NY	XO	O					X
NC	X						X
ND	X	O			O	X	X
OH	X						
OK	X						X
OR	X	O	X	X		X	X
PA	X	O					X
RI	X					X	X
SC	X						
SD	X		X				X
TN	X					X	X
TX	X		X				
UT	X	X					X
VA	X		X	X			X
VT	X					X	
WA	X			X	X		X
WV	X			X			X
WI	X						X
WY	X	O			O		

Note: See definitions of terms in Appendix C.
Entries in table are: X = Criterion used O = Criterion may not be used.
XO = Criterion may be used in some situations, but not others. See Table 2 for specification.

disabilities participating in the alternate assessment. Next to the IEP, "other" comprised the most frequently found criteria in our analysis of state guidelines.

In Table 2 we summarize the specific nature of the "other" participation criteria for each state. Perhaps most obvious in Table 2 is the diversity of other criteria that states use, from requiring certification of a medical condition to examining the motivation of a student to be like her or his peers. The most frequently mentioned "other" criterion refers to the meaningfulness of testing for the student—six states have criteria that allow for the exclusion of a student if the results are anticipated to reflect the disability rather than the student's ability (Alaska, Arizona, Connecticut, Minnesota, Mississippi, North Dakota). Other frequently mentioned criteria involve (1) the exclusion of a student with disabilities based on a specific disability, (2) concerns about whether testing might adversely affect a student, and (3) issues of whether appropriate accommodations are available.

In Table 3, we sum up additional testing options that some states make available: out-of-level testing, partial participation in testing, and alternate assessment. Partial participation appears to be the most popular of the three options, with about 46% of states with policies (22 of 48) providing this option for students with disabilities. Only three states indicate in policy that partial participation is not an option. Out-of-level testing and alternate assessments are significantly less frequently included in written policies; however, both have increased since the 1997 report. A total of nine states (19% of the 48 states with policies) allow out-of-level testing while another one disallows the practice and five indicate it is not available. Mississippi reported that it is currently developing an out-of-level testing policy. Twenty states mentioned alternate assessment in their participation policies. Sixteen additional states reported that they are currently developing alternate assessment policies.

Updated Accommodations Policies

Currently, 48 states report having active policies on accommodations. Thus all states with statewide assessments now have both participation and accommodation policies. Table 4 summarizes information on accommodations policies in five areas (presentation, presentation equipment, response, setting, scheduling). In this table the information is presented at the broadest level (i.e., are there *any* accommodations allowed in each of the major types?). When viewed this way, nearly every state allows some accommodations of nearly every type (note that those cells with XO indicate that some accommodations in the category are allowed and others are prohibited). Of the 48 states with accommodations policies, nearly all offer some accommodations of every type. Still, there are several exceptions. While both Kentucky and Utah only list specific accommodations for technology and special equipment, they indicate that the accommodation

Table 2. Specific Nature of "Other" Variables in Participation

	Other Criteria
AL	Decisions made on an individual basis; Sp Ed students must receive practice with test format and content prior to participation; Sp Ed students receive same opportunities for remediation as regular ed students, must be documented; IEP Team should consider content and nature of assessment in decision making; Documentation and justification of decision required in IEP; Same rules apply for students receiving 504 as for students on IEP; Checklist for inclusion in IEP on participation decision.
AK	Participation decisions based on student's current level of functioning and learning characteristics; Decision not based on program setting; Questions to consider: student receive instruction in regular classroom setting in reading, language, mathematics, science, and social studies for a portion of the school day? Does student normally take classroom tests in regular classroom or resource setting with minimal or no accommodations? Can student physically adhere to the standardized administration procedures and time limits? Is student primarily receiving special education and related services through resource, itinerant or consulting services?
AZ	Exemption should only occur when students have disabilities so significant that they cannot participate meaningfully in traditional assessment, decision must be documented on IEP, decision must be based on individual student's needs, not based on performance expectations or reporting predictions.
AR	Decision makers take into account the student's instructional goals, current level of functioning, and learning characteristics, program setting.
CO	Colorado has a document that describes best practice in assessment decision-making for students with disabilities, but it does not specify how to make decisions about accountability assessments.
CT	Placement should not influence decision-making on participation; Exemption can also be made if student: demonstrates such emotional maladjustment or physical disabilities that testing would yield unpredictable results, testing would create a dysfunctional emotional state & impair the student's performance, testing would not yield valid assessment even with accommodations.
DE	In order to be exempted, a student must have cognitive and adaptive skills deficits, requiring extensive direct instruction in multiple settings for skill transfer, unable to use academic skills at minimum competency level, and inability is not due to absence, visual, auditory, physical disabilities, emot/beh disabilities, specific learning disabilities, or social, cultural or economic differences; To be eligible for exemption, extensive documentation required.
FL	Exceptional students with a current IEP who demonstrate cognitive ability or behavior that prevents them from completing the writing test even with allowable modifications may be exempted; In order to be exempted, a student must: require extensive direct instruction in multiple settings for skill transfer, inability is not due to absence or social, cultural or economic differences, and unable to use academic skills at minimum competency level; for high school students, must be unable to complete regular diploma program even with accommodations & modifications.
IL	Students on 504 plans are not allowed to be exempted from state tests, only those on IEP's can be.
KS	Eligibility guidelines for alternate assessment currently in development.
LA	All special education students must participate unless they meet eligibility requirements for alternate assessment.
MA	Students who are able to take an on-demand paper-and-pencil test should, in ALL circumstances, take the MCAS tests, rather than an alternate assessment.
MD	Excused – students who demonstrate, or who are expected to demonstrate, inordinate frustration, distress, or disruption of others, or if required accommodations cannot be provided; Exempted – MFT – not pursuing a Maryland High School Diploma, CTBS/5 and MSPAP – Not pursuing the Maryland Learning Outcomes.
MN	Students should not be exempted from statewide testing solely on the basis of: anticipated low scores, a history of low test scores, administrative pressure to exclude; students may be exempted if the student is incapable of taking the state test due to extreme anxiety that would be detrimental to the student (does not include reasonable levels of test anxiety).
MS	Setting of instruction, & expectation of poor performance are not a basis for exempting a student.

Table 2. Specific Nature of "Other" Variables in Participation (continued)

	Other Criteria
NJ	Student required to participate unless student's disability is so severe that student is not receiving instruction in any of the knowledge and skills measured by the Statewide assessment and the student cannot complete any of the questions on the assessment in a subject area with or without accommodations; student then participates in locally determined assessment of student progress.
NY	Decision about participation must be based on the needs, characteristics, and abilities of each student; anticipated poor performance on tests should not result in exclusion.
NC	Decision about participation must not be the result of excessive or extended absences or social, cultural, or economic differences.
ND	In order to take an alternate assessment, a student must demonstrate cognitive functioning and adaptive behavior significantly below age expectations, require extensive, frequent, and individualized instruction in multiple settings for skill maintenance and generalization, and inability is not due to absence, category of disability, or social, cultural, language or environmental factors; or student requires an accommodation that would change the nature of the assessment; Decisions based on student's curriculum, present level of educational performance, skills, and learning characteristics; Decision cannot be based on program setting.
OK	Based on current level of functioning and learning characteristics; Must be incapable of meaningfully participating in the assessment, regardless of accommodation.
OR	Students exempted should have a severe disability; Exempted students should be unable to participate in the particular test either under standard assessment conditions or with modifications.
PA	Decision about how student participates will be based on student's strengths, instructional goals, and learning characteristics as identified through the IEP, and not because of educational placement or place of instruction.
RI	All the following must be met: General cognitive functioning and adaptive behavior are significantly below age expectations even with program modifications; Student requires intensive supports and continuous instruction in multiple settings to acquire, apply, and transfer skills necessary to function in home, school, and community; Student's level of educational performance is not primarily the result of excessive or extended absence, visual or auditory use, emotional behavioral disabilities, specific learning disabilities, or social, cultural, economic, or language differences; Student is unable to acquire academic skills of the general curriculum frameworks at age-appropriate minimum competency levels; and Student is unable to apply skills in home, school, and community without intensive frequent and individualized instruction in multiple settings.
SD	Should consider whether student has been taught to read or use taped books.
TN	To qualify for alternate assessment, student must demonstrate cognitive ability and adaptive skills which prevent full involvement in the state approved content standards even with program modifications; Have current adaptive skills requiring extensive direct instruction and in multiple settings to accomplish the application and transfer of skills; Have an inability to complete the state approved content standards that is not primarily the result of excessive or extended absences, visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, and economic differences.
UT	Student's cognitive functioning is so severely impaired that she/he cannot participate or student cannot demonstrate knowledge without an accommodation that would invalidate the testing program (for SAT), all students expected to be included in core assessment program.
VA	Exemption from testing requires an explanation for the ramification of the decision.
WA	A decision making team must consider the student's ability to participate in the assessment, including why the assessment is not appropriate for the student. For a student receiving special education services, the student's IEP team should determine and document on the IEP how the student is to be assessed and the nature of appropriate assessment accommodations.
WV	To be eligible for alternate assessment, student must: demonstrate cognitive abilities and adaptive skills which prevent completion of the state approved Instructional Goals and Objectives even with modifications and adaptions [sic]; be unable to apply or use academic skills at a minimal competency level in natural settings when instructed solely or primarily through school-based instruction; and require extensive direct instruction in multiple settings to master and generalize skills necessary for functional application in school, work, home, and community environments.
WI	Alternate assessment only if student not able to demonstrate some of the knowledge and skills on the WRCT or WKCE assessment with appropriate accommodations.

Table 3. Additional Testing Options

	Out-of-Level Testing	Partial Participation	Alternate Assessment
AL			
AK		A	A
AZ	A	A	A
AR		NA	
CA	A	A	A
CO		A	D
CT	A	A	
DE		A	
FL			
GA	A	A	D
HI		A	D
ID		A	A
IL	NA	A	D
IN			A
IA	No statewide assessment		
KS	NA		D
KY			A
LA	A	NA	D
MA	NA	A	A
ME		A	
MD		A	A
MI			
MN			D
MS	D	A	D
MO		A	A
MT	A		A
NV	NA	A	A
NH		A	
NE	No statewide assessment		
NJ			
NM			
NY		A	
NC			A
ND			D
OH			
OK		NA	D
OR		A	
PA	NA	A	D
RI			D
SC	A		D
SD			D
TN			A
TX			A
UT			
VA			
VT	A	A	A
WA		A	A
WV	A		D
WI			A
WY			A

A = Available NA = Not Available D = Developing

decisions are IEP-determined or determined by what is used for instruction. Hawaii is the only state that specifically prohibits all accommodations in certain areas (presentation equipment and scheduling accommodations). Twelve states reported that they do not prohibit any specific accommodations. It is important to note, however, that states that do not prohibit any accommodations, also do not necessarily indicate that all accommodations are allowed. For example, California does not prohibit any accommodation, yet specifically lists only two accommodations as allowed (Large Print and Braille) while many states list at least four specific presentation accommodations.

Several states also make a general statement in their accommodation policies indicating any accommodation for any student is allowed. Alaska, Kansas, Oregon, and Rhode Island indicate that any student will be allowed to use any appropriate accommodation. In addition, Colorado indicates in its policy that any student will be allowed to use any accommodation provided it has been in place for three months prior to testing. Last, Maine and New York explicitly state that students who are ill or have acquired a temporary disability (e.g., broken arm) before the testing session may use accommodations without IEP documentation. Maine, however, does require a "group meeting" consisting of one of the student's teachers, the building principal, related services personnel, and, whenever possible, the student's parents.

When reviewed by category, presentation accommodations appear to be the most controversial (i.e., the greatest number of XO combinations, indicating that accommodations are allowed in some situations, yet prohibited in others). Setting was the least controversial accommodation category. Of the 48 states that have policies, only Alabama prohibits setting as an accommodation in certain situations.

States use several variables as criteria for making decisions about whether accommodations are allowed on statewide assessments (see Table 5). The two most frequent variables included determinations made by the IEP team, and whether the accommodation was used for instruction. Several states indicated that they specifically prohibit the student's disability category as determining accommodations (Alaska, Maryland, North Dakota, Oklahoma). There were no states that actually indicated that determining accommodations according to disability category is allowed. Most states simply did not comment on disability as a determining factor. It is interesting to note that the same states that prohibited disability category as a determining factor also prohibited program setting as a determining factor for accommodations.

There are several specifications and "other" variables that have been added to state policies since the 1997 report (see Table 6). Michigan indicates that a student may not be denied an accommodation solely on the basis that it was not used prior to the assessment. This state policy also indicates that parents and students should receive notice from the school about the testing schedule and availability of accommodations. Minnesota's policy specifies that the needs of the student in daily instructional situations, as well as additional needs due to a secure testing

Table 4. Broad Areas of Accommodations Allowed by States, and Other Considerations in Decision Making

	Presentation	Presentation Equipment	Response	Setting	Scheduling
AL	XO	XO	XO	XO	XO
AK	XO	XO	XO	X	X
AZ	XO	XO	X	X	X
AR	XO	X	X	X	XO
CA	X	X	X	X	X
CO	XO	XO	XO	X	XO
CT	XO	X	XO	X	XO
DE	XO	XO	XO	X	X
FL	XO	X	XO	X	XO
GA	X	X	X	X	X
HI	XO	O	XO	X	XO
IA	No statewide assessment				
ID	XO	X	X	X	XO
IL	XO	X	X	X	X
IN	XO	X	XO	X	X
KS	XO	X	XO	X	X
KY**	X	X	IEP Determined		
LA	XO	X	XO	X	X
MA	XO	XO	XO	X	X
ME	XO	XO	XO	X	X
MD	XO	X	XO	X	X
MI	XO	XO	XO	X	X
MN	XO	XO	XO	X	XO
MS	XO	XO	XO	XO	XO
MO	X	X	X	X	X
MT	X	X	X	X	X
NE	No statewide assessment				
NV	XO	XO	XO	X	XO
NH	XO	X	XO	X	X
NJ	XO	XO	XO	X	X
NY	X	XO	X	X	X
NC	XO	XO	X	X	X
ND	X	X	X	X	X
NM*	IEP Determined				
OH	X	X	X	X	X
OK	XO	XO	XO	X	XO
OR	XO	XO	XO	X	XO
PA	XO	XO	XO	XO	XO
RI	XO	XO	XO	X	X
SC	XO	XO	X	X	X
SD	X	X	X	X	X
TN	XO	XO	XO	X	XO
TX	XO	XO	XO	X	
UT**	XO	X	IEP Determined		
VA	X	X	X	X	X
VT	XO	X	X	X	X
WA	X	X	X	X	XO
WV	X	X	X	X	X
WI	X	X	X	X	X
WY	XO	X	X	X	X

Note: X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
*Specific accommodations are not listed, but general direction is included that the IEP determines the accommodations or accommodations for assessment are those used in instruction.
** Specific accommodations are only listed for technology and special equipment, IEP team determines the rest of the categories.

Table 5. Variables Included in Accommodations Decision Criteria

	IEP Determined	Used for Instruction	Maintains Validity / No Unfair Advant.	Individual Student Needs/Characteristics	Program Setting	Disability Category	Other
AL	X	X					
AK	X	X	X	X	O	O	X
AZ		X		X			X
AR	X	X					
CA	X	X					
CO	X	X	X	X			X
CT	X		X	X			X
DE	X	X					X
FL	X	X	X				X
GA	X	X					
HI	X	X					
ID	X	X					
IL	X						
IN	X	X	X	X			
IA	No statewide assessment						
KS	X	X	X				
KY**	X						
LA	X	X		X			
MA	X	XO	X				X
ME	X	X					
MD	X	X	X	X	O	O	X
MI	X	XO	X	X			X
MN	X	X					X
MS	X	X	XO	X			X
MO	X	X					
MT	X	X					
NE	No statewide assessment						
NV	X	X	X				
NH	X	X					
NJ	X	X					
NY	X			X			
NC	X						
ND	X	X		X	O	O	X
NM*	X						
OH	X						
OK	X	X	X	X	O	O	X
OR	X						
PA	X		X				X
RI	X	X					
SC	X	X	X				
SD	X						
TN	X	X					
TX		X					
UT**	X						X
VA	X	X					
VT		X	X	X			
WA	X						
WV	X	X					
WI	X	X	X				
WY	X	X					X

Note: See Appendix C for definitions. X = allowed O = prohibited
XO = allowed in some situations, prohibited in others, See Table 6 for specifications
*Specific accommodations are not listed, but general direction is included that the IEP determines the accommodations or accommodations for assessment are those used in instruction.
** Specific accommodations are only listed for technology and special equipment, IEP team determines the rest of the categories.

Table 6. Specifications and Other Variables in Accommodations Decisions

	Specifications	Other
AK		Accommodations should be used and documented for at least 3 months prior to testing, need a clear rationale for accommodation not based on percent time spent in mainstream classroom. Being identified as a student who requires an IEP or 504 plan is not a prerequisite for the use of accommodations.
AZ		Necessary to state what students are to know and be able to do before determining need for specific accommodation; Students who require accommodations in one area may not require them in other areas; the more intense the student's need, the more likely he/she will need an accommodation.
CO		Accommodations must have been used during instruction for at least 3 months before the assessment; Accommodations are content-area specific; Ensure that accommodations help rather than hinder student; A student may receive more than one accommodation; Teacher responsible for content area being assessed decides accommodations necessary.
CT		Some accommodations require advance notification of CSDE for customized scoring.
DE		Staff may not provide additional cues or interpretations during the test beyond the accommodations listed as allowable.
FL		Modifications should facilitate an accurate demonstration of what the student knows or can do; Modifications must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.
IA	**Used for instruction** – although testing accommodations will typically be used in the classroom, there may be situations when it would only be needed for district assessments, considerations of accommodations for testing and instruction should occur separately.	Questions that IEP teams should consider include: Does the use of the accommodation provide a better picture of what the student knows and can do?
MA		Allowable test accommodations are intended to provide students equal opportunity to demonstrate knowledge/skills, when used appropriately, accommodations do not lower standards, test accommodations must not alter in any way the content of what is being tested or provide suggestions to students as to correct answers, nor may they violate test security in any way.
MD		Accommodations enable students to participate more fully in assessments, and better demonstrate their knowledge and skills, help students move from dependence to independence and not based upon level of intensity, level of instruction, time spent in the mainstream classroom.
MI	A student may not be denied an accommodation solely on the basis that an accommodation was not used before.	Parents and students should receive notice from the school about the testing schedule and availability of accommodations.
MN		Needs of students in daily instructional situations as well as additional needs due to secure testing situation should be considered.

Table 6. Specifications and Other Variables in Accommodations Decisions (continued)

	Specifications	Other
MS		Accommodations must function to allow test to measure what it purports to measure, & must be narrowly tailored to address a specific need.
ND		Decisions about accommodations cannot be based on percentage of time in a specific type of classroom.
OK		Accommodation decisions made by people who know the student and the student's strengths and weaknesses; Decision makers should consider the accommodations currently used in classroom instruction and classroom testing; Accommodations must be necessary for the student to demonstrate knowledge, ability, skill, or mastery; Accommodations should never be introduced for the first time during an assessment; Accommodation decisions should *not* be based on convenience or ease; Team should base decision-making process on student's needs rather than state-approved list of accommodations.
PA		Testing contractor must be able to score the test.
UT		Districts recommended to adopt policy specifying conditions under which students qualify for accommodation in testing, and what appropriate accommodations might be for specific learning needs.
WY	Any accommodations that are determined to be necessary should be in place 3 months prior to testing.	All students must participate and any accommodations must be determined by and documented by IEP teams.

situation, be considered when determining accommodations. Connecticut specifies that some accommodations require advance notification of the state Department of Education if customized scoring is required.

Presentation Accommodations

Table 7 includes a more detailed listing of *presentation accommodations*; presentation accommodations alter the way in which the test or test directions are given or the materials used in the test. Examples of these accommodations might be providing a large-print version of the test, or reading the test aloud to a student. Evident in this table is that presentation accommodations are widely allowed by states, with large-print or Braille editions of the tests most commonly offered (40 and 38 states offering them, respectively). Reading the test aloud is one of the most controversial accommodations. Approximately 9 of the 48 states offer reading aloud with no restrictions, four with no restrictions and five with limitations on the test in which it can be used. Another 48% (23 of the 48 states) offer reading aloud for some situations and prohibit it for others (examples include not reading the reading test aloud or only reading the directions aloud). Only three states completely prohibit reading aloud (Arkansas, Hawaii, Tennessee).

Table 7. Presentation Accommodations Allowed by States

	Large Print	Braille	Read Aloud	Interpreter for Instructions	Read/ Reread/ Simplify/ Clarify Directions	Visual cues on test/ instruc-tions	Admin. By Other	Additional Examples	Other
AL	X	XO	XO	X			X		
AK	X	X	XO	X	X	X		X	XO
AZ			XO	X	X	X		X	X
AR	X	X	XO	X					
CA	X	X							
CO	X	X	XO	X	XO		X		
CT	X	X	XO	X	X				
DE	X	X	XO	X	X	X		X	X
FL	X	X	XO	X	X				XO
GA		X		X	X	X		X	X
HI	XO		O		XO				
IA	No statewide assessment								
ID			XO	X	X	X		X	X
IL			XO			X			X
IN	X	X	XO	X	O				X
KS	X	X	XO	X	X				X
KY				X	X	X			
LA	X	X	XO	XO	X	X	X		
MA	X	X	XO	X	X				XO
ME	X	X	XO	X					X
MD	X	X	XO	X	X		X		X
MI	X	X	X	X	X		X	X	XO
MN	X	X	XO	X	XO				XO
MS	X	XO	XO	O	X		X		X
MO	X	X			X	X			X
MT	X	X		X	X	X		X	X
NE	No statewide assessment								
NV	X		XO	X	X		X		X
NH	X	X	XO	X	X		X		X
NJ	X	XO	XO	X	X		X		XO
NY	X	X	X		X	X		X	X
NC	X	X	XO	X					X
ND	X	X	X	X	X	X		X	X
NM	IEP Determined								
OH	X	X							X
OK	X	X	XO	XO	XO	XO			XO
OR	X	X		X	X	X			XO
PA	X	X	XO	X	X	X	XO		X
RI	X	X	XO	X	X	X			
SC	X	X	XO	X	X	X			X
SD	X	X			X	X			X
TN	X	XO	XO	X			X		
TX	X	X	XO	X					X
UT	X	X	XO						
VA	X			X	X				X
VT	XO	XO			X				
WA					X				X
WV	X	X	X	X	X		X	X	X
WI	X	X		X	X			X	X
WY			XO	X					

Note: See definitions in Appendix C. X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others. See Table 8 for specifications.

Presentation accommodations allowed by states have changed most since the 1997 report. Because of their frequent presence in state policies, we added the use of an interpreter and the use of visual cues as presentation accommodations to our tables. The use of an interpreter is allowed in 75% (36 of the 48 states). A third new category that was added was the use of additional examples, which was reported by 23% of the states.

Table 8 is a listing of all other types of presentation accommodations allowed by states (for those states with "Other" noted in Table 7), as well as specifications about tests to which accommodation policies noted in Table 7 apply. These "other" accommodations further reflect the variability in state policies on accommodations, with available accommodations including underlining verbs in instructions, providing adaptive or special furniture, using specific types of pencils, and making practice tests available.

Table 9 is a summary of *presentation equipment accommodations*, which involve providing specific equipment as part of the presentation of the test. Examples of these accommodations include providing magnifying equipment, or providing altered lighting or acoustics for taking the test. Frequently mentioned presentation equipment accommodations include magnification equipment, amplification equipment, templates, lighting or acoustic alterations, and using a computer or machine in the presentation. There are several modifications and additions to presentation equipment accommodations since the 1997 report. The use of calculators and the use of adaptive or special furniture were added to the matrix due to their frequency in policies. The use of calculators is also a controversial accommodation. Fifteen of the 48 states offer the use of calculators with no restrictions. Thirteen states offer the use of calculators with some restrictions or prohibit them in certain situations. Texas is the only state that completely prohibits the use of calculators.

Table 10 is a listing of all other types of presentation equipment accommodations allowed by states (for those states with "Other" noted in Table 9), as well as specifications about tests to which accommodation policies apply. Examples of these accommodations included hearing aids, text-talk converters, colored filters, and the use of markers to maintain their place on the test. The use of calculators and audio/video cassettes were the most frequent accommodations with specifications for their use.

Response Accommodations

Response accommodations are summarized in Table 11. This table includes many different ways students could respond to a test, for example, writing in test booklets, pointing, or using a tape recorder to record their responses. The use of a proctor or scribe was the most frequently mentioned accommodation, with 94% of the states with policies allowing the accommodation

Table 8. Specifications and Other Presentation Accommodations

	Specifications	Other
AL	**Braille** – Considered a non-standard accommodation on the SAT9, available on all other assessments without specification; **Read Aloud** – Grade Level Criterion-Referenced Test (can't read reading assessment), also allowed for mathematics, language, science, and social studies subject area tests.	
AK	**Read Aloud** – Prohibited on reading sections.	Paraphrasing (Prohibited); Increase spacing between items or reduce items per page/line; Reading passages have one sentence per line; Teacher helps student understand prompt; Questions read aloud to student; Questions signed to pupil; Dark heavy or raised lines.
AZ	**Read Aloud** – test of reading skills may not be read to student.	Have teacher provide clarification.
AR	**Read Aloud** – prohibited for reading test.	
CO	**Read Aloud** – prohibited for reading test.	
CT	**Read Aloud** – can read math and science items, as well as directions, cannot read reading test.	
DE	**Read Aloud** – reading passages, text, or test questions prohibited for reading test, reading test questions results in non-aggregated test.	Minimal physical assistance, such as manual guidance; Revise language level or simplify language; Group brainstorming &/or discussion between students during prewriting part of writing test; Intermittent verbal or physical prompts; assistance for unadapted steps.
FL	**Read Aloud** – allowed for math test in FCAT and for Florida Writing Assessment, prohibited for reading test in FCAT.	Student restates directions in own words – FCAT, Sign questions to student – allowed for FCAT math and Florida Writing Assessment, prohibited on FCAT reading.
GA		Fewer items per page.
HI	**Large print** – only allowed without extended time; **Simplifying or rewording** – ALL directions for a subtest.	
ID	**Read Aloud** – Prohibited on reading tests.	Answering questions about directions for items; Increased spaces between items; Reduced items per page or line; Answering questions about items anytime during test without giving answers; Using one complete sentence per line in reading passages; Use of bubbles to side of choices in multiple-choice exams; Writing helpful verbs on board or a separate piece of paper; Simplifying language; Prompting student to stay focused on test, move ahead, read entire item.
IL		Increase spacing between items or reduce items on page or line; Provide reading passages with one complete sentence por line; Special test preparations; On-task/focusing prompts.
KS	**Read Aloud** – acceptable for math and writing assessment.	Key words or phrases in directions highlighted or underlined; One complete sentence per line; Fewer items per page; Personal comfort.
LA	**Read Aloud** – Allowed on all but reading comprehension test.	

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Table 8. Specifications and Other Presentation Accommodations (continued)

	Specifications	Other
MA	**Read Aloud** – reading any portion of the ELA Language and Literature (reading) test is prohibited, reading aloud permitted on test directions, ELA Composition, Mathematics, Science & Technology &/or History and Social Science Tests, &/or History and Social Science Question Tryout.	Test administrator translates the test into American Sign Language for the student – prohibited on the ELA Language and Literature (reading) test, permitted on test directions, ELA Composition, Mathematics, Science & Technology &/or History and Social Science Tests, &/or History and Social Science Question Tryout; Assistance to student in tracking test items.
ME	**Read Aloud** – Not for reading session.	Verify student understood test directions.
MD	**Read Aloud** – Not for CTBS/5, Allowed on MFTP, Reading score invalidated on MSPAP.	Written copies of orally presented materials that are found only in examiner's manual; Scripted directions may be re-read in English or a synonym provided in English; Support person available (does not read or respond to items).
MI		Signer or interpreter – not permitted to sign text of the reading assessment.
MN	**Read Aloud** – script of audiocassette may be read to student for mathematics test, writing prompts may be read aloud on written composition test; **Clarify directions** – prohibited.	Short segment test booklets – for mathematics and reading, not available in written composition tests; Interpreter - script of audiocassette may be interpreted for student for mathematics test.
MS	**Braille** – Not available for MS-CPAS, available for FLE, SATP, & ITBS/TAP; **Read aloud** – ITBS/TAP, MS-CAP Reading for Information, SATP Algebra I Biology I, & US History, FLE.	Signed administration.
MO		Interpret test items; Sign language.
MT		Increase spacing between items, widen lines or widen margins; reduce items per page or line; Reading passages with one complete sentence per line; Multi-choice, answers follow questions down bubbles to right; Omit questions which cannot be revised, prorate credit; Teacher helps student understand prompts; Dark, heavy or raised lines.
NV	**Read Aloud** – mathematics test (only if administered by an individual who does NOT teach mathematics).	Directions provided on separate sheet which student may consult.
NH	**Read Aloud** – reading selections and questions in the English Language Arts section cannot be read to students.	Verify that student understands directions.
NJ	**Braille**- Not available for 1998 & 1999 HSPA; **Read Aloud**- no reading aloud the reading passages in Language Arts Literacy, but may read the reading questions.	Sign language or cued speech interpreter for administration of questions (but not reading passages); Providing written directions on a separate sheet or transparency; Tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of test.
NY		Students who use sign language due to a hearing impairment may use any form of sign language as "language communication" rather than "English communication" as the skill being measured; Increase spacing between test items; Reduce number of test items per page; Arrange multiple choice items in vertical format with answer bubble to right of each possible choice; Repeat oral comprehension items more than specified in administration directions.

Table 8. Specifications and Other Presentation Accommodations (continued)

	Specifications	Other
NC	**Read Aloud** – for students with impaired vision with less than Grade Two Braille skills – the following cannot be read aloud: Grade 3 pretest in reading comprehension, End-of-grade reading comprehension, End-of-course English I, Reading section of the high school comprehensive test, and Competency tests of reading; **Interpreter for Instr (videotape)** – only available for North Carolina Minimum Competency Tests in Reading, Mathematics, and Writing Objective.	Sign/Cue test.
ND		Increased spacing between items or reduced items per page or line; Passages provided with one complete sentence per line; Teacher helps student understand prompt; Questions signed to student; Dark, heavy, or raised lines.
OH		Limit the number of test items per page.
OK	**Read Aloud** – Core Curriculum Tests, multiple choice, except reading test; Clarify directions – Core curriculum tests; Interpreter for Instr. – Core curriculum tests Highlight key phrases in directions – Core curriculum tests.	Sign questions to student, if test is not a reading test – Core Curriculum Tests, multiple choice; Increase spacing between items or reduce items per page or line – Core curriculum tests; Teacher helps student understand prompt – Core curriculum tests, Direct writing test; Use of highlighter by student – Core curriculum tests; Dark, heavy or raised lines – Core curriculum tests; Use wider lines and/or wider margins – Core curriculum test.
OR	**Read Aloud** – mathematics, science, writing, mathematics problem solving.	Provide written version of oral directions; Prompting student to continue move on to the next question – reading, literature, mathematics, and science; Sign writing prompts or math problems – writing and mathematics problem solving; Tactile representation of charts, pictures, tables, graphs, etc. – writing and mathematics problem solving; Administration of side-by-side version of mathematics problem solving assessment.
PA	**Read Aloud** – math and writing prompts only.	Have student demonstrate understanding of directions; Accompany oral directions with written directions; Cue the student to remain on task; Check periodically to make sure student is marking in correct spaces; Provide written steps for directionsUtilize different position of paper or alter student's test taking position; Reduce stimuli (e.g., limit number of items on desk); Increase or decrease opportunity for movement.
RI	**Read Aloud** – Available for all but the tasks on English Language Arts.	
SC	**Read Aloud** – Available for mathematics.	Reduce number of items per page (i.e., Loose Leaf test form for mathematics); Provide special test preparation (e.g., practice with filling in bubbles and writing responses); Provide on-task/focusing prompts; Signed administration; Cue or communicate through an interpreter any directions normally read aloud to students.
SD		Interpret test items; Sign language.
TN	**Braille** – TCAP Achievement, TCAP Competency; **Read Aloud** – Prohibited on TCAP Achievement and TCAP Competency.	

Table 8. Specifications and Other Presentation Accommodations (continued)

	Specifications	Other
TX	**Read Aloud** – Prohibited for reading and writing tests, allowed for mathematics, grade 8 social studies and grade 8 science tests.	Writing prompt signed to a student with a hearing impairment; Examinee may read aloud while working or read test into tape recorder and play back while working (if taking individually administered test); Signing test questions – mathematics, grade 8 social studies and grade 8 science tests.
VA	**Nonstandard** – bilingual dictionary, reading test items on English; The following are considered permissible but not standard: Braille, reading of items on tests other than reading, interpreting test items on tests other than reading, reading embedded directions, interpreting embedded directions, using a comm. Board.	Written directions.
VT	**Large-print** – the text can be enlarged.	
WA		Use student's first language or signing for directions, encourage students to remain on task, provide assistance in turning pages; Underline or mark in test booklets, tape record directions only, scribe; Allow freedom for students to stand or move as needed.
WV		Written copy of instructions given to student.
WI		Provide verbal praise or tangible reinforcers.
WY	**Read Aloud** – math only.	

(though 11 of the states did have some restrictions on use). The use of spell checkers has changed the most since the 1997 report. In 1997, only New York allowed the accommodation and four states strictly prohibited it. In 1999, 19 states allow the use of spell checkers (though 9 of these have some restrictions on their use) and 7 prohibit their use.

Table 12 is a listing of all other types of response accommodations allowed by states (for those states with "Other" noted in Table 11), as well as specifications about tests to which accommodation policies apply. These "other" accommodations reflect further the variability in state policies on accommodations. Examples of these accommodations included large-spaced paper, checking of a transferred response by a staff member, use of a slide rule, and use of reference materials. The use of grammar checkers, although frequently mentioned, was done so in a prohibitive manner.

Scheduling Accommodations

Scheduling accommodations (see Table 13) are any timing or scheduling changes in the way the test is regularly administered. These accommodations include providing the student breaks in testing, providing extended time in which to take the test, or administering the test over multiple days when it usually occurs on one day. Extended time was the most frequently mentioned accommodation in state guidelines, with 37 states allowing extended time (but 5 of

Table 9. Presentation Equipment Accommodations Allowed by States

	Magnify Equip-ment	Light/ Accoustics	Calculator	Amplif. Equip-ment	Templates/ Graph Paper	Audio/ Video Cass.	Noise Buffer	Adaptive or Special Furniture	Abacus	Other
AL	X			X	X		X		XO	
AK	X	X	XO	X	X	X	X	X	X	X
AZ	X	X	XO	X	X	X	X	X	X	X
AR	X						X			
CA		X	X	X		X			X	
CO	X		XO	X			X			
CT	X									
DE	X	X	XO		X	X	X	X	X	X
FL	X				X				X	X
GA		X			X	X				
HI						O				
IA	No statewide assessment									
ID	X	X		X	X	X	X		X	X
IL		X						X		
IN	X	X	X	X			X	X		
KS	X	X	X		X	X		X		X
KY	X		X	X	X	X	X		X	X
LA	X			X	X		X			
MA	X		XO	X	X		X			
ME			XO							X
MD			X	X		X				X
MI		X	X	X	X	XO		X	X	
MN	X	X	X	X	X	XO		X	X	
MS	X	X	XO	X		X		X		X
MO		X								
MT	X	X	X	X	X	X	X	X	X	X
NE	No statewide assessment									
NV	X	X	XO	X		X	X			
NH	X		X	X	X		X			
NJ		X	XO		X			X		XO
NY	X	X	XO	X		X			X	X
NC	X					XO			X	
ND	X	X	X	X	X	X	X	X	X	X
NM	IEP Determined									
OH		X	X			X				X
OK	X	XO		X	XO	XO	X	X		XO
OR	X		XO	X			X			X
PA	X	X	XO	X	XO	XO	X	X	XO	X
RI	X	X		X	X	XO	X	X		X
SC	X	X	XO	X	X	X	X	X	X	X
SD				X	X	X				X
TN	X				X	XO				
TX			O							X
UT					X					X
VA		X	X				X	X	X	X
VT	X	X	X	X	X		X			
WA		X								
WV		X	X			X	X		X	
WI					X					
WY	X	X	X	X	X	X	X	X	X	X

Note: See definitions in Appendix C. X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others. See Table 10 for specifications.

Table 10. Specifications and Other Presentation Equipment Accommodations

	Specifications	Other
AL	**Abacus** – Grade-level criterion-referenced test, Pre-Graduation Exam, AHSGE, Exit Exam.	
AK		Masks or markers to maintain place; Assistive devices; Computer reads paper to student.
AZ		Slant board or wedge; Provide markers to maintain place; Computer read test to student.
CO	**Calculator** not allowed on 5th grade math test.	
DE		Text-talk converter; Auditory trainer; Communication board or pictoral communication.
FL		Pointer, Non-calibrated rule.
ID		Assistive technology; Computer reads directions and/or items.
KS		Colored filters; Manipulatives; glasses, and hearing aids; Computer used for magnifying.
KY		Manipulatives, Speech synthesizer, Close captioned or video monitor, Text-talk converters, Auditory trainer.
ME		Other assistive technology.
MD		Visual display for test directions/examiner-led activities; Accessibility to closed-captioned materials.
MI	**Audiocassette editions** – selected for students whose physical, sensory, or perceptual disabilities prevent them from accessing printed materials and must be used in conjunction with the printed text unless there is a total loss of vision, audiocassettes are preferred over readers since audiocassettes are impartial, consistent, and encourage independence.	
MN	**Audio cassette** – mathematics test, not reading or written composition; **Abacus** – mathematics.	
MS		Hearing aids; Auditory trainers; Transparent color overlays.
MT		Hearing aid; Markers to maintain place; Slant board or wedge; Electronic device to enlarge text.
NE	**Calculator** – permitted on high school proficiency exam, but only on certain portions of the Terra Nova.	
NJ	**Calculator** – not allowed on non-calculator section.	Masks for test booklet or answer folder; Manipulatives for math items; Braille ruler; Talking or large-face calculator (except on non-calculator section).

Table 10. Specifications and Other Presentation Equipment Accommodations (continued)

	Specifications	Other
NY		Adaptive or special equipment; Masks or markers to maintain place.
NC	**Audio/Video Cassette**–only available for North Carolina Minimum Competency Tests in Reading, Mathematics, and Writing Objective.	
ND		Masks or markers to maintain place; Assistive devices.
OH		Equipment for children with physical disabilities.
OK	**Lighting** – Core Curriculum Tests; **Audio Cass.** – Core Curriculum Tests; **Templates/graph paper** – Core curriculum tests.	Adaptive or special furniture – Core Curriculum Tests; Masks or markers to maintain place – Core curriculum tests; Slant board or wedge for positioning – Core curriculum tests; Overlays – Core curriculum tests.
OR		Hearing aids; Masks/markers to limit distractions.
PA		Mask portions of test to direct student's attention to specific areas; Use acetate color shield on pages to reduce glare and increase contrast; Augmentative communication systems or strategies, such as letter boards, picture communication systems, and voice output systems; Mounting systems such as slant boards and easels.
RI	**Audio Cass.** – Available for all but the tasks on English Language Arts.	Minimal distractions; Hearing aids.
SC	**Calculator** – can only be used in grades 6, 7, 8.	Hearing aid; Auditory trainer; Closed circuit television; Optical low-vision aid; Pointer; Non-calibrated rule; Devices that assist in maintaining visual attention to the test booklet; Special adaptive/assistive devices (adaptive keyboard, voice-activated word processor, voice synthesizer); Provide color overlays.
SD		Masks; Assistive device; Augmentative technology.
TN	**Audio Cass.** – TCAP Competency Test.	
TX		Colored transparency over test; Place marker; Slide rule – prohibited.
UT		Learning aids that are not used in standard administration (e.g., math manipulatives).
VA		Markers to maintain place.
WY		Masks or markers to maintain place; Assistive devices.

Table 11. Response Accommodations Allowed by States

	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Tape Recorder	Communication Device	Spell Checker/ Assistance	Brailler	Pointing	Other
AL	XO	XO	XO			XO			O
AK	X	X	X	X	X	XO	X	X	X
AZ	X	X	X	X		X			X
AR	X		X						X
CA	X			X	X	X		X	
CO	X	XO	XO		X	XO	X	X	X
CT	XO	X	X			O			XO
DE	XO	X		XO	XO				X
FL	X	X	X				X		XO
GA		X	X		X		X		X
HI	XO		X						
IA	No statewide assessment								
ID	X		X					X	X
IL	X		X	X					X
IN	X	X	X		X	O	X		X
KS	X	XO		X	X	XO	X	X	XO
KY	IEP Determined								
LA	X	X	X	X	X	X	X	X	XO
MA	XO		X	XO					X
ME	XO	XO			XO	XO			X
MD	X	X	X	X	X	X	X	X	XO
MI	X	X	X	X	X	O			X
MN	X	X	X	XO		O	X		XO
MS	XO	X	XO		X	O	X		XO
MO	X	X		X			X		
MT	X	X	X	X	X	X	X	X	X
NE	No statewide assessment								
NV	XO	X	X			O	X		X
NH	XO	X							X
NJ	XO	X	X		X		X		X
NY	X	X	X	X		X			X
NC	X	X	X			X	X		X
ND	X	X	X	X	X	X	X	X	X
NM	IEP Determined								X
OH	X								
OK	X	XO	X	XO	XO	XO	XO	XO	XO
OR	X		XO	XO	XO	XO	XO	XO	XO
PA	X	X	X	XO	X	XO	X	X	X
RI	X	X		X	X	XO	X		XO
SC	X	X	X	X		X	X	X	X
SD	X	X		X			X		X
TN	XO	XO	XO						
TX	X	X	X	X		O			
UT									X
VA	X		X		X				X
VT		X			X				
WA	X		X					X	X
WV	X		X		X		X	X	X
WI	X	X		X	X			X	
WY	X	X			X	X	X	X	X

Note: See definitions of terms in Appendix C. X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others. See Table 12 for specifications

Table 12. Specifications and Other Response Accommodations

	Specification	Other
AL	**Large print response booklet** – SAT9; **Write in test booklet** – Grade-level criterion referenced test, Pre-graduation exam, AHSGE, Exit Exam; **Proctor/Scribe** – Grade-level criterion referenced test (except writing assessments), Pre-graduation exam, AHSGE, Exit Exam; **Computer or Machine** – Grade-level criterion referenced test, Pre-graduation exam, AHSGE, Exit Exam; **Spell Checker** (Prohibited) – Grade-level criterion referenced test.	Grammar Checker (Prohibited) – Grade-level criterion referenced test; Dictionary Program (Prohibited) – Grade-level criterion referenced test.
AK	**Calculator** – prohibited on non-calculator sections; **Spelling assistance** – prohibited on spelling assessments, no documentation required for other assessments (Note: spelling assistance from a teacher does not require documentation, using a spelling dictionary or spell check device does require documentation).	Increase size of answer bubbles; Multi-choice, answers follow questions down bubbles to right; Increase spacing; Wider lines and/or wider margins; Paper in alternative format (word processed; Braille); Alternative responses such as oral, sign, typed, pointing; Large diameter, special grip pencil; Copy assistance between drafts; Arithmetic tables; Spelling dictionary; Provide cues on answer form; Secure paper to work area with tape/magnets; Pencil grips.
AZ	**Calculator** – not allowed on test of math calculation skills.	Increase size of answer bubbles; Arithmetic tables; Provide dictionary; Provide pencil grip; large diameter pencil; Secure paper to work area with tape, magnet.
AR		Pencil grips.
CO	**Spelling** – permitted on all but items where spelling will be scored, **Word Processor** generally not allowed, but if necessary must transcribe.	Sign responses.
CT	**Scribe** – only for multiple-choice or griddable items, not for open-ended or extended written responses.	Large print response booklet; Grammar check – Prohibited.
DE	**Communication Device** – prohibited on writing test; **Tape recorder** – prohibited on writing test; **Scribe** – if used on writing test score is non-aggregated; **Calculator** – if used on parts of mathematics test for which calculator is not permitted, score is not aggregated.	Arithmetic tables result in non-aggregated scores.
FL		Signed response – available for Florida Writing Assessment Program.
GA		Provide pencil grip.
HI	**Scribe** – prohibited for gridding multiple choice responses or writing responses on open-ended reading assessment.	
ID		Increased spaces on answer sheet; Wider lines; or margins; Responses given by student in sign; Pencil grip/large diameter pencil; Secure paper to desk; Dark or raised lines; Computer reads directions; Increased size of answer bubbles; Cues on answer forms.
IL		Provide copying assistance between drafts; Increase size of answer bubbles; Provide cues (arrows & stop signs) on answer forms; Secure paper to work area with tape/magnets.

Table 12. Specifications and Other Response Accommodations (continued)

	Specification	Other
KS	**Computer or machine** – Word processors for writing assessment only if available to all students in the classroom; **Spell checker** – For writing assessment only if available to all students in the classroom.	Large bubbled answer sheet; Dark or heavy raised lines on entire response booklet; Student signs responses; Dictionary – for reading and writing assessments; Scratch paper; Grammar checker – For writing assessment only if available to all students in the classroom.
LA		Communication Assistance – allowed on all but reading comprehension test.
MA	**Proctor/Scribe** permitted on all but ELA composition; **Calculator** – Using a calculator during any grade 4 mathematics test session or any non-calculator session of the grade 8 or grade 10 mathematics tests is prohibited; **Tape recorder** – permitted on all but ELA composition.	Answers recorded using a template; Test administrator checks periodically to ensure that the student is placing responses in the appropriate area of the answer booklet; Answers recorded by the student in an adapted format (such as using assistive technology).
ME	**Calculator** – Student can use calculator for non-calculator sessions, only if the use of a calculator is part of the student's IEP; **Proctor/Scribe** – prohibited for writing test.	Student writes answers on large-spaced paper.
MD	**Comm Device** – Allowed on MFTP, MSPAP. Prohibited on CTBS/5; **Computer or Machine** – Allowed on MFTP, MSPAP. Prohibited on CTBS/5; **Spell Checker/Assist.** – Allowed on MFTP, MSPAP. Prohibited on CTBS/5.	School personnel may check student's transferred responses (alignment and completeness of hand-filled bubbles) – MFTP, CTBS/5, not MSPAP; Student signs response to interpreter of deaf/hearing impaired – MFTP, not CTBS/5 or MSPAP.
MI		Talking calculator; Grammar checker must be deactivated for writing test.
MN	**Tape recorder** – reading and mathematics tests, and prewriting portion of written composition test.	Large print answer booklets – written composition and/or mathematics tests; Grammar checkers, thesaurus programs, and other reference or preparation materials are prohibited; Voice-activated computers may be used, but student must spell every word and give punctuation on test of written composition.
MS	**Calculator** – ITBS/TAP, FLE; Write in test booklet – ITBS/TAP; Proctor – ITBS/TAP.	Dictionaries – FLE; Transferring answers from large print test booklets to answer sheets – ITBS/TAP.
MT		Alternative responses such as sign; Copy assistance between drafts; Arithmetic tables; Pencil grips; Secure paper to work area (tape, magnet).
NV	**Proctor/Scribe** – for reading and math, or for writing if student has a physical disability that prohibits him/her from recording response unaided.	Write answers on separate sheet of paper; Lined paper for response on writing assessment; Grammar and hyphenation checks prohibited.
NH	**Proctor/Scribe** – multiple-choice or open-response English language arts, mathematics, science and/or social studies items only, prohibited for responses to writing prompt.	Separate paper for open-response math items.
NJ	**Proctor/Scribe** – student must indicate all punctuation and spell all key words.	Student signs responses to sign language interpreter – student indicates all punctuation and spells all key words; Large diameter or modified special grip #2 pencil.

Table 12. Specifications and Other Response Accommodations (continued)

	Specification	Other
NY	**Calculator** – Permitted for addition, subtraction, multiplication, division, square root, percent, change sign and memory, fractions, and audible functions; Scientific calculators with formulas prohibited.	Mathematics tables; Sheets containing mathematics formulas prohibited; Thesaurus and dictionary publications and devices prohibited; Delete spelling, punctuation, and paragraphing requirements; Grammar checker; Provide cues (e.g., arrows and stop signs) on answer form; Increase size of answer blocks; Increase size of answer bubbles.
NC		Students with disabilities may demonstrate computer skills using a portfolio to substitute for the multiple-choice and/or performance tests on computer skills (this is held to same standards as the tests, is not an alternate assessment); Prediction software (software that provides a list of words after the user types a few letters); Grammar check; Speech recognition systems; Talking word processors/screen reading; Alternative/customized keyboards; "stickie keys"; Touch screens; Trackballs.
ND		Cues (e.g., arrows and stop signs) provided on answer form; Increased spacing; Wider lines and/or wider margins; Paper in alternative format (word processed, Braille, etc.); Alternative response such as oral, sign, gesture; Copy assistance between drafts; Arithmetic tables; Spelling dictionary; Increased size of answer bubbles; Papers secured to work area with tape/magnets; Pencil grips.
OH		Assistant writes answers in test booklet.
OK	**Tape recorder** – Core curriculum tests; **Brailler** – Core curriculum tests; **Comm. Device** – Core curriculum tests; **Pointing** – Core curriculum tests, multiple choice; **Computer** – Core curriculum tests; **Spell checker** – prohibited for Core curriculum tests, Direct writing test.	Respond in sign language; Provide cues (arrows, stop signs) on answer form – Core curriculum tests; Secure paper to work area with tape or magnets – Core curriculum tests; Increase size of answer bubbles – Core curriculum tests, multiple choice; Pencil grip – Core curriculum tests.
OR	**Write in test booklets** – reading, literature, mathematics, and science; **Pointing** – reading, literature, mathematics, and science; **Brailler** – writing or mathematics problem solving; **Comm. Device** – writing or mathematics problem solving; **Tape recorder** – Writing and mathematics problem solving; **Calculator** – Mathematics and mathematics problem solving; **Spell checker** – writing.	Increased spacing, wider lines, and/or margins – Writing and mathematics problem solving; Manipulatives – mathematics and mathematics problem solving; Dictionary – writing; Handbook – writing and mathematics problem solving; Thesaurus – Writing; Highlighter – Writing and mathematics problem solving; Correction fluid/tape – writing and mathematics problem solving; Scissors/tape – writing and mathematics problem solving.
PA	**Tape recorder** – math and reading test; **Calculator** – prohibited on non-calculator portion of the math assessment.	Enlarged answer sheets; Alternate writing systems including portable writing devices; Counting devices; Chubby or thin pencils; Long, well-sharpened pencils; Secure papers to work area with tape or magnets.

Table 12. Specifications and Other Response Accommodations (continued)

	Specification	Other
RI	**Spell checker** – Prohibited on Writing, Health Education, and English Language Arts, allowed on Mathematics.	Signed response; Dictionary– Prohibited on Writing, Health Education, and English Language Arts, allowed on Mathematics; Thesaurus– Prohibited on Writing, Health Education, and English Language Arts, allowed on Mathematics; Word Banks– Prohibited on Writing, Health Education, and English Language Arts, allowed on Mathematics; Glossaries– Prohibited on Writing, Health Education, and English Language Arts, allowed on Mathematics; Pencil grips; Large diameter pencil; Paper secured work area with tape/magnets.
SC	**Calculator** – Prohibited on Mathematics.	Increase size of answer bubbles; Provide cues (e.g., arrows and stop signs) on answer form; Copying assistance between drafts; Word prediction program; Voice-activated word processor; Grammar-checker; Poor speller's dictionary; Secure papers to work area with tape/magnets; Alternative scoring for 6, 7, 8 English Language Arts.
SD		Tape answer booklet to desk; Pencil grip.
TN	**Proctor/Scribe** – Prohibited on TCAP Writing Assessment, Permitted on TCAP Achievement, TCAP Competency; **Write in test booklets** – TCAP Competency; **Computer or machine** – TCAP Competency.	
UT		Provide an alternate means of response for students who cannot use the conventional answer sheet.
VA	**Abacus** – problem solving subtest at grades 6-9.	Increase size of answer bubbles; Arithmetic tables allowed only on problem solving subtest at grades 6-9; Large diameter pencil; Pencil grip; Braille answer form.
WA		Secure papers with tape or magnets; Pencil grips; Large diameter pencil.
WV		Large diameter pencil, pencil grip, assistive technology device, arithmetic tables, Braille answer sheet.
WY		Large diameter/special grip pencil, alternative response(oral, sign), copy assistance between drafts, arithmetic tables; Secure paper with tape or magnets.

those prohibit extended time under certain conditions). Another 2 states totally prohib[illegible] that accommodation. Offering breaks and multiple sessions were the next most frequently mentioned scheduling accommodations. The high frequency of "other" scheduling accommodations indicates the high degree of variability in this type of accommodation. Three states (New Mexico, Utah, and Kentucky) indicate that any accommodation is allowed if the IEP determines it is necessary. It should be noted that Texas does not specifically mention that it either allows or prohibits scheduling accommodations.

Table 14 summarizes all other types of scheduling accommodations allowed by states (for those states with "Other" noted in Table 13), and the specifications about tests to which these

Table 13. Scheduling Accommodations Allowed by States

	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Schedule	Other
AL	XO	XO		X			X
AK	X	X	X	X	X	X	X
AZ	X	X	X	X	X	X	
AR	O	XO			X		
CA	X	X	X		X		
CO	X	X	X	X	O		X
CT	X	X	X		O		X
DE	X		X				X
FL	X		X		XO		
GA	X	X		X			X
HI	O	XO					
ID	XO		X	X	X		X
IL	X	X	X	X	X	X	X
IN	X	X	X				
KS	X	X					
KY	IEP Determined						
LA	X	X	X	X	X	X	X
MA	X	X	X	X			
ME		X		X			X
MD	X	X	X	X	X		X
MI	X	X					
MN	X		XO	X			
MS	X	XO		X	O	X	XO
MO	X		X				
MT	X		X	X		X	X
NE	No Statewide Assessment						
NV	XO			X		X	
NH		X	X	X			X
NJ	X	X					X
NY	X		X		X		
NC	X	X	X		X		
ND	X	X	X		X	X	X
NM	IEP Determined						
OH	X		X				
OK	XO	XO		XO	XO	XO	
OR	X	X	XO	X			
PA	X	X	X	XO	X	X	
RI	X	X		X	X		X
SC	X	X	X	X	X	X	
SD	X	X	X		X		X
TN	XO		XO		XO		
UT	IEP Determined						
VA		X	X	X	X		
VT		X					X
WA	X	X		X	XO		
WV			X	X			X
WI	X	X		X	X		
WY	X	X	X	X	X		

Note: See definitions of terms in Appendix B. X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others. See Table 14 for specifications.

Table 14. Specifications and Other Scheduling Accommodations

	Specifications	Other
AL	**With Breaks** – SAT9, Pre-Graduation Exam, AHSGE, Exit Exam; **Extended time** – Grade-level criterion referenced test (requires SDE approval).	Student can no longer sustain activity – Pre-Graduation Exam, AHSGE, Exit Exam.
AZ		Administer test in several shorter sessions.
AR	**With Breaks** – Breaks only between subtests, prohibited during a subtest.	
CO	**Extended time** – Time extension of more than 10 min/session or 60 minutes total needs documentation, should be administered in separate setting if need more than 60 minutes.	Session must be completed in a single day.
CT		All test sittings must be completed in one day.
DE		Stopping whenever the student tires.
FL	**Over multiple days** – available for FCAT with additional security measures.	
GA		Frequent breaks during selected subtests; subtests given in a different sequence.
HI	**Short-breaks** – prohibited during the administration of a single subtest.	
ID	Some accommodations create fatigue, such as the use of magnification equipment or tape recorders and earphones, thus requiring additional breaks, ***but not more total working time.***	Adminstering subtests in a different order; Timing Accom. – Certain equipment takes more time to use.
IL		Administer subtests in different order.
ME		In examiner's judgment, the student could no longer sustain activity.
MN	**Multiple sessions** – mathematics and reading tests, not written composition test.	
MS	**With Breaks** – Scheduled rest breaks may only be taken between subtests.	Student can no longer continue activity – SATP & FLE.
NV	**Extended time** – writing assessments and high school proficiency examinations, prohibited on TerraNova.	
NH		In administrator's judgment, the student could no longer sustain activity.
NJ		Terminate section of the test when student indicates that he/she has completed all the items he/she can. The administrator must ensure that the student has attempted all items in a section since items are not ordered by difficulty.
ND		Subtests taken in different order.
OK	**Over multiple days** – Core curriculum tests, multiple choice; Time beneficial – Core curriculum tests; With breaks – Core curriculum tests; Extended time – Core curriculum tests, multiple choice; Flexible schedule – Core curriculum tests.	

Table 14. Specifications and Other Scheduling Accommodations (continued)

	Specifications	Other
OR	**Multiple sessions** – reading, literature, mathematics, science.	
RI		Subtests in different order.
SD		Alternate testing period; Pacing cues.
TN	**Multiple sessions** – TCAP Achievement, TCAP Competency; Multiple days – TCAP Competency; Extended time – prohibited on TCAP Achievement and TCAP Writing Assessment.	
VT		Breaks are more than 20 minute.
WA	**Extended Time** – allow students to continue working as long as productively engaged. **Multiple Days** – administer the assessment over a three week testing window.	
WV		Change order of subtests.

accommodation policies apply. Again, states vary widely; some states limit the amount of extended time available or specify when breaks are permitted. Others allow a student to take a single subtest at a time, give the test in shorter sessions, or provide alternate testing dates.

Setting Accommodations

Setting accommodations (see Table 15) are changes to the testing environment, or location in which the test is administered. These accommodations could include administering the test in the student's home, individually at school, or with a specified seat location, or proximity to the administrator. Allowing students to take tests individually or in small groups were the most popular accommodations within this category. Colorado indicates with a general statement that any setting is allowed. New Mexico, Utah, and Kentucky do not list specific accommodations, but indicate that any accommodation the IEP team determines necessary is allowed under this category. Less frequently mentioned settings include the student's home and the special education classroom. As with other types of accommodations, there were many other setting accommodations mentioned by states.

Table 16 lists all other types of setting accommodations allowed by states (for those states with "Other" noted in Table 15), and specifications about tests to which accommodation policies apply. States mention assorted accommodations, ranging from alternate location, quiet location, modified grouping arrangements, to increasing or decreasing a student's opportunity for movement.

Table 15. Setting Accommodations Allowed by States

	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distractions/ Quiet/ Reduced Noise	Student's Home	Special Ed. Class	Other
AL	X	X	X		X		XO	X	
AK	X	X	X	X		X			
AZ	X	X		X					
AR	X	X	X		X				
CA	X	X							
CO	Any setting accommodation is allowed								
CT	X	X	X	X					
DE	X	X							
FL	X	X							
GA	X	X	X						
HI	X	X			X				
IA	No statewide assessment								
ID	X	X	X	X	X				
IL	X	X	X	X		X			
IN	X	X	X	X	X	X			
KS	X	X	X	X		X			
KY	IEP Determined								
LA	X	X	X	X	X	X	X	X	X
MA	X	X	X	X	X				X
ME	X	X	X		X		X		X
MD	X	X	X		X		X		X
MI	X	X		X		X	X		X
MN	X	X							
MS	X	X	X	X	X	X	XO	X	X
MO	X	X	X						
MT	X	X		X					
NE	No statewide assessment								
NV	X	X	X	X		X		X	
NH	X	X	X	X	X		X		X
NJ	X	X	X	X	X		X	X	X
NY	X	X	X	X		X			
NC	X	X			X		X		X
ND	X	X		X	X	X			
NM	IEP Determined								
OH	X	X							
OK	X	X	X	X		X		X	
OR	X		X	X		X		X	
PA	X	X	X	X	X	X		X	XO
RI	X	X		X	X				
SC	X	X		X		X			
SD	X	X		X	X	X			
TN	X	X							
TX	X								
UT	IEP Determined								
VA	X	X			X	X	X		X
VT	X								
WA	X	X	X		X				X
WV	X	X		X	X	X			X
WI	X	X	X		X			X	
WY	X	X	X						

Note: See Appendix B for definitions of terms. X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others. See Table 16 for specification.

Table 16. Specifications and Other Setting Accommodations

	Specifications	Other
AL	**Student's Home** – Homebound students only.	
CO		Location appropriate to the testing needs of students; A general statement allows any setting.
MA		Test administrator facing student.
ME		Alternative setting; Teacher facing student.
MD		Individual administration outside school (hosp., etc).
MI		Hospital location.
MS	**Student's Home** – Homebound students only.	Teacher facing student; In a familiar room; With a familiar teacher.
NH		Teacher facing student.
NJ		Resource room; Hospital; Student facing examiner.
NC		Hospital testing.
VA		Hospital.
WA		Allow low level of calming music or nature sounds to reduce distractions; Assess students in a familiar school environment that maximizes performance.
WV		Individual testing stations for ind. responding verbally, students with visual impairments may be separated if method of responding is distracting to other students.

Standard Versus Nonstandard Assessments

Because of the emerging frequency of states referring to accommodations as either standard or nonstandard accommodations (13 states now do this), we also analyzed the policies of those states that did so. Standard accommodations were considered to be those for which the scores would be aggregated. Nonstandard accommodations were those for which the scores would not be aggregated with the rest of the student population. Several trends are evident in these states that distinguish between aggregrated scores and nonaggregated scores.

California does not give specifics for standard and nonstandard, but rather indicates that the entire variable is standard or nonstandard (flexible setting is standard, flexible scheduling is nonstandard, etc.). Several states list standard accommodations and then specify that any accommodation listed on an IEP that is not standard is allowed in nonstandard form (Oregon, South Carolina, Georgia). Wisconsin gives examples of standard and nonstandard accommodations, but then indicates that the examples given are not exhaustive.

The accommodations for presentation (see Table 17) are the most variable in terms of whether the states list them as standard or nonstandard. For example, 8 of the 13 states list Braille as an

Table 17. Standard and Nonstandard Presentation Accommodations

	Read Aloud	Interpreter for Instr.	Braille	Large Print	Clarify Directions	Admin. by Other	With Assistance (e.g., aide)
AL			NS	S			
AZ		S			NS		
CA			NS	S			NS
CT		S		S			
DE		S	S	S			
GA		S	S				
LA							
MS							
OR	S		S	S	S		
SC							
SD			NS	S	NS		
VA		S	NS	S	S		
WV	S	S	S	S		S	

accommodation. Half of these states consider it a standard accommodation and half determined that it is nonstandard. In addition, there is some discrepancy in the accommodation that allows for clarification of directions. Four states list the accommodation, with two considering it standard and two nonstandard.

Table 18 lists the standard and nonstandard accommodations for presentation equipment. The majority of the accommodations listed by the states are considered to be standard. However, there are a few exceptions. For example, five states list audio/video cassette as an accommodation, with two of five considering it a nonstandard accommodation. Two states allow an abacus on the math portion, but Arizona considers it nonstandard while Virginia considers it standard. Arizona and West Virginia are the only states to list calculator as an accommodation. Arizona considers it to be a nonstandard accommodation, while West Virginia indicates that calculators are standard if they are typically allowed on a subtest and nonstandard if they are not typically allowed on the subtest.

The setting accommodations are listed in Table 19. It is notable that all of the accommodations allowed under the setting category are considered to be standard. The two most common accommodations are taking the test individually and taking the test in a small group rather than large group. Alabama is the only state that mentioned allowing the student to take the test in the special education room. In addition, Alabama and Virginia are the only states that indicate it is allowable for the student to take the test at home.

There is much disagreement among the states that allow scheduling accommodations (see Table 20). The accommodation that allows for the test to be administered at a time beneficial to the student is the only accommodation that is considered to be standard by each of the 13 states.

Table 18. Standard and Nonstandard Presentation Equipment Accommodations

	Magnify Equip.	Light/ Accoust.	Calculator	Amplif. Equip.	Templates/ Graph Paper	Audio/ Video Cass.	Noise Buffer	Adaptive or Special Furniture	Abacus
AL	S			S	S		S		
AZ	S	S	NS	S	S*/NS	NS	S	S	NS
CA									
CT	S	S		S			S	S	
DE	S	S				S	S	S	
GA		S			S	S		S	
LA									
MS									
OR	S			S	S		S		
SC		S						S	
SD		S		S	S	S		S	
VA	S	S		S	S		S	S	S
WV		S	S/NS			NS	S	S	S/NS

Table 19. Standard and Nonstandard Setting Accommodations

	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distractions/ Quiet/ Reduced Noise	Student's Home	Special Ed. Class
AL	S	S	S		S		S	S
AZ	S	S						
CA								
CT	S	S				S		
DE	S	S						
GA	S	S	S					
LA								
MS								
OR	S	S	S	S		S		
SC	S	S		S		S		
SD	S	S			S	S		
VA	S	S			S	S	S	
WV	S	S	S	S	S	S		

Table 20. Standard and Nonstandard Scheduling Accommodations

	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Schedule
AL		S		S		
AZ	NS	NS	NS	S	NS	NS
CA						NS
CT	NS	NS			NS	
DE						
GA	S	S		S		S
LA						
MS						
OR	S	S	S	S		
SC	S	S	S	S	S	
SD	NS	S	S		S	
VA		S	S	S	S	S
WV	NS	NS				

The remaining accommodations all have differences in whether the accommodation is considered to be standard or nonstandard.

Similar to the scheduling accommodations, response accommodations (see Table 21) also show considerable disagreement among the states. Pointing is allowed only in West Virginia and it is considered to be standard. The remaining accommodations are listed as both standard and nonstandard. Virginia is the only state that has both standard and nonstandard response accommodations; the remaining states list all of the response accommodations as either standard or nonstandard.

Table 21. Standard and Nonstandard Response Accommodations

	Comm. Device	Computer or Machine	Spell Checker/Assist.	Brailler	Tape Recorder	Write in Test Booklets	Proctor/ Scribe	Pointing
AL								
AZ		NS	NS			NS		
CA								
CT	S				S			
DE+	S	S			S		S	
GA	S	S		S		S		
LA								
MS								
OR			S					
SC					S	S	S	
SD		NS		NS	NS		NS	
VA	NS					S		
WV				S		S	S	S

Discussion

While statewide assessments continue to be the primary component of accountability systems, there also continues to be much variability in the accommodations and participation policies of the states. Federal law now recognizes that when students with disabilities are excluded from state or district assessments, an inaccurate understanding of student progress results. Specifically, the law requires that students with disabilities be included in state and district assessments, with appropriate accommodations if necessary. The new provisions in the reauthorization of IDEA are intended to ensure that states are not simply writing policies about how and when to exclude students with disabilities, but rather are finding ways to include all students in their assessments and accountability systems. This report documents the many changes that states are making in both their accommodation and participation policies.

Although there have been changes, there are several ways in which participation policies have remained the same from 1997 to 1999. One similarity is the continued reliance on the IEP team

to help make participation decisions. A second similarity is the involvement of parents in making participation decisions. These are aspects of participation policies that we would hope would remain the same and that are supported by federal law.

Changes that have occurred over time include decreases in attention to the type of disability, and increases in attention to curricular validity or concerns about matching the assessment to course content. Finally, additional testing options are becoming more widely available, with many states allowing partial participation in testing. In stark contrast to the reports prior to 1995 is the growing number of states preparing to offer alternate assessments for students. This was occurring before the June 1997 passage of amendments to IDEA, which require that states have alternate assessments in place during the year 2000.

The 1999 data revealed that the participation criteria for state policies seem to be in a great deal of flux, likely due to the upcoming deadline for alternate assessment development. It is anticipated that the next time this document is completed, there should be only guidelines that indicate how to decide whether students with disabilities qualify for the regular assessment or an alternate assessment. But, for now, there seems to be less convergence on participation criteria than on accommodations being offered.

A significant change in the current report that has occurred since 1995 and 1997 is the addition of accommodations decision-making criteria in many states. These criteria help IEP teams make more systematic decisions, and help to ensure appropriate decisions are made regarding accommodations. The two most frequent criteria included determinations made by the IEP team, and whether the accommodation was used for instruction. Several states indicated that they specifically prohibit consideration of disability category in determining accommodations (Alaska, Maryland, North Dakota, Oklahoma). No states actually indicated that this variable was allowed as a decision-making criterion. Most states simply did not comment on disability as a determining factor. Mississippi was the only state that allowed program setting to be a used in the decision-making process. It is interesting to note that the same states that prohibited disability category as a determining factor also prohibited program setting as a determining factor for accommodations. Despite these advances, there continues to be a desperate need for empirical research to help policymakers as they attempt to "fine-tune" their policies.

In the current report, we started to see a re-introduction of disability category in some decision-making criteria, particularly alternate assessment participation decisions, as well as sometimes in accommodation decisions. This seems to be one way that states are trying to address concerns that students are receiving unnecessary accommodations, by restricting the availability of alternate assessments to students with severe cognitive impairments, or the use of a scribe to students with visual impairments. Whether this is a threat to proving appropriate accommodations to all students remains to be seen.

The description of accommodations as standard or nonstandard appears to be increasing. There are currently 14 states that make distinctions between standard and nonstandard accommodations. There were several trends evident in these state policies. Among the 14 states, no state described a setting accommodation as nonstandard. Only two accommodations were described that were solely listed as nonstandard accommodations (calculators and use of an aide/assistant). The remainder of the accommodations had a combination of standard and nonstandard designations across the states.

There continues to be a broadening of accommodations listed by states. However, state assessment personnel may need to think about how they describe specific testing situations, and whether they would really qualify as "accommodations," or might be better represented in a section in their manuals on what is appropriate testing for all students. For example, using pencil grips or long, well-sharpened pencils are listed by states as accommodations—are these really different from what would be allowed for all students?

Overall, it is apparent that many states have been doing a great deal of work on the participation of students with disabilities in their assessments, and ways to accommodate students. Even before legal mandates were put in place (e.g., IDEA), many states had taken the initiative to work toward including *all* students in their assessments, and by implication, holding schools accountable for the education of every student who attends.

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Appendix A

State Documents Used in Analysis of Participation and Accommodations Policies

Alabama

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Alaska

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Division of Teaching and Learning Support, Department of Education, State of Alaska. (1999). *Accommodation Guidelines (DRAFT).* Juneau, AK: Author

Arizona

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California

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Colorado

State of Colorado. (No Date). *Understanding Accommodations.*
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Connecticut

Connecticut State Department of Education, Bureau of Research, Evaluation, and Student Assessment, Bureau of Special Education and Pupil Services. (1998). *Assessment guidelines for administering the Connecticut Mastery Test and/or Connecticut Academic Performance Test: Including special education, section 504 services, bilingual education, English as a second language* (5th ed.). Hartford, CT: Author.

Delaware

Delaware Department of Education, Assessment and Accountability Branch, Assessment and Accountability Group (1999, March 15). *Delaware Student Testing Program: Guidelines for the inclusion of students with disabilities and students with limited English proficiency (revised).* Dover, DE: Author.

Florida

Florida Department of Education, Bureau of Instructional Support and Community Education, Division of Public Schools and Community Education. (1998, January). *Policy paper: Accountability for students with disabilities in state and district assessment programs.* Tallahassee, FL: Author.

Florida

Department of Education, Bureau of Instructional Support and Community Education, Division of Public Schools and Community Education. (1998, March). *Testing modifications for students with disabilities.* Tallahassee, FL: Author.

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Florida Department of Education, Division of Public Schools and Community Education , Bureau of Instructional Support and Community Education. (1998, July). *Guidelines for determining modifications for use on state and district assessments for students with disabilities.* Tallahassee, FL: Author.

Hawaii Harcourt Brace Educational Measurement. (1999, Spring). *Hawaii Test Coordinator's Handbook, Statewide Student Assessment Program, Grades 3, 5, 7, 9, Stanford Achievement Test, 9th Ed.* San Antonio, TX: Author.

Illinois Illinois State Board of Education (1998, Autumn). *Extended Questions and Answers, 1999, Illinois Standards Achievement Test, Illinois Goal Assessment Program. http://www.isbe.state.il.us/accountability/isat/assessment.htm.*

Iowa Iowa Department of Education, Bureau of Children, Family & Community Services. (1998, April). *Their future...our guidance: Iowa IEP Guidebook.* Des Moines, IA: Author.

Kansas Wright, L. (1998, Nov.). *Frequently asked questions and answers: Assessing students with disabilities and the Kansas state assessment.* Topeka, KS: Kansas State Department of Education. *Guidelines for assessing students with exceptionalities, disabilities (including students with 504 plan) or limited English proficiency.*

Louisiana Louisiana Department of Education (1999). *Iowa Test of Basic Skills: Test Administrator's Manual.* Baton Rouge, LA: Author.

Maine Maine Department of Education (1998-99). *Maine Educational Assessment: Policies and Procedures for Modifications and Exclusions.*

Maryland Maryland State Department of Education . (1998, September). *Requirements for accommodating, excusing, and exempting students in Maryland assessment programs.* Baltimore, MD: Author.

Massachusetts Massachusetts Department of Education. (1999, Spring). *The Massachusetts Comprehensive Assessment System: Requirements for the Participation of Students with Disabilities (A guide for Educators and Parents) - Update.* MA: Author.

Michigan Dutcher, P. (1999, March). Parents need to be informed about appropriate assessment accommodations. *Newsline*, 6(6), pp. 7, 11.

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Minnesota Minnesota Department of Children, Families, and Learning (1998-99). *Testing guidelines for students with IEP or 504 plans.* St. Paul, MN: Author.

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Montana Montana Office of Public Instruction, Division of Special Education, Division of Educational Opportunity and Equity, and Division of Measurement and Accountability. (1999, February). *Assessment Handbook: Volume 1.* Helena, MT: Author.

Nevada Nevada Department of Education (1997-1998). *Guidelines for the conduct of the Nevada Proficiency Examination Program.* Carson City, NV: Author.

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New Hampshire	New Hampshire Educational Improvement and Assessment Program. (No Date) . *Procedures for Test Accommodations and Exclusions.*
New Mexico	Rael, P. S., Haberman Lobez, M. J., & Pasternack, R. (1999, January). *Memorandum: Student eligibility for exemptions, modifications, and/or waivers of mandated, statewide student assessments.* Santa Fe, NM: State of Mexico, Department of Education.
North Carolina	North Carolina Testing Program (1999, January). *Test Administrator's Manual: Testing Accommodations for Students with Disabilities.*
South Dakota	Meendering, J. (1999, January). *Considering the needs of students with disabilities in large-scale assessment programs: A handbook for parents and educators.* Pierre, SD: South Dakota Office of Special Education.
Utah	*Guidelines for inclusion and accommodation of students in state testing programs: Stanford Achievement Test and Core Assessment. http://www.usoe.k12.ut.us*
Virginia	*Students with disabilities: Guidelines for testing in the Virginia State Assessment Program (Norm-referenced testing). http://www.pen.k12.va.us/VDOE/Assessment/SWDnrt.html*
West Virginia	West Virginia Department of Education, Office of Special Education (No Date). *Students with disabilities: Guidelines for participation in the statewide assessment program.*

Appendix B

Participation Policies and Accommodations Policies of the Bureau of Indian Affairs, Mariana Islands, and Department of Defense, Office of Dependent Schools (DoDDS)

Bureau of Indian Affairs

Office of Indian Education Programs. (May, 1999). *BIA Guidelines for Participation of Students with Disabilities in Assessment.* Lapwai, ID. p.3.

Participation and Accommodation Guidelines

The Bureau of Indian Affairs encourages its schools, located in twenty-three states, to use the assessment system established by the state in which they reside. This includes using the guidelines for assessment of students with disabilities.

Commonwealth of the Northern Mariana Islands

State Board of Education, Commonwealth of the Northern Mariana Islands (draft document).

Participation Guidelines

(Only addressed Alternate Assessment participation)

Alternate Assessment

Eligibility for the alternate assessment and decisions on accommodations are decided by the IEP team.

The alternate assessment is intended for students who are functioning at a cognitive level such that they would not expect to receive instruction towards the Standards, would not be expected to graduate with a standard diploma, and for whom the statewide assessment (SAT-9) would not be an appropriate measure of progress, even with accommodations.

Accommodation Guidelines

Students with disabilities or Section 504 students who have accommodations for test taking as part of their IEP or 504 plan are eligible for accommodations during the statewide assessment (SAT-9). The purpose for providing accommodations for this testing is to allow these students to demonstrate their academic skills without interference from their area of disability. Accommodations are determined by the IEP team, the following is a list of suggested accommodations:

Setting
Individually administered
Small group administration
Administered in Special Ed classroom
Study carrel in regular ed. classroom

Timing
Time extensions
More frequent breaks

Presentation
Braille
Magnifying equipment
Large print
Directions read orally
Signed directions
Interpretation of directions
Galludet version

Response
Point to response
Oral response
Sign response
Equipment aided (word processor)

Scheduling
Alternate times

Department of Defense, Office of Dependent Schools

Department of Defense Education Administration. *Manual for DoDDS Building Test Coordinators*. Washington DC.

Participation Guidelines

A student must participate in the assessment if the student receives *any* instruction on the content assessed, regardless of where the instruction occurs. Decisions about participation and accommodation are made by the Case Study Committee (CSC) based on the impact of the disability on the student's performance under standardized conditions. They are not based on program setting, category of disability, or percentage of time in the general classroom, but on student level of skill and learning characteristics. Decisions allow for full participation or partial participation in the standardized assessment to participation in an alternate assessment.

First: The CSC considers whether the student has the test taking skills needed under standardized conditions to take the regular assessment without modifications. The following is an example of the form used:

Checklist of Test Taking Skills

Assessment Behaviors	**Student's Performance**	
SETTING:		
1. Student can focus on his/her work with 25-30 students in a quiet setting	__ Yes	__ No
2. Student duisplays appropriate behaviors that are not distracting to others	__ Yes	__ No
3. Student can take the test in the same way as it is administered to others	__ Yes	__ No
TIMING/SCHEDULING:		
1. Student can work continuously for the entire length of a typically administered portion of a test (e.g., 20-30 minutes)	__ Yes	__ No
2. Student uses accommodations in an instructional setting that do not require more time to complete a task in relation to other students	__ Yes	__ No
3. Student takes medication which does not impact performance at certain times during the day	__ Yes	__ No

4. Student does not exhibit high level test anxiety during certain content areas, no content areas need to be administered at a different time. __ Yes __ No

PRESENTATION:

1. Student can listen and follow oral directions given by an adult or an audio tape __ Yes __ No
2. Student can see and hear __ Yes __ No
3. Student can read at near grade-level __ Yes __ No
4. Student can follow test format, (e.g., spacing, print size). __ Yes __ No
5. All portions of the test, except Reading/Language Arts, are read to the student __ Yes __ No

RESPONSE:

1. Student can track from a test booklet to a test response form __ Yes __ No
2. Student can manipulate a pencil or other writing instrument __ Yes __ No
3. Student requires no technological assistance __ Yes __ No
4. Student requires no special furniture __ Yes __ No
5. Student does not require someone to assist in responding (e.g., scribe to write oral response) __ Yes __ No

OTHER:

1. Student has taken similar test, has test taking experience __ Yes __ No
2. Student has the necessary test taking skills __ Yes __ No

Second: When the student's skills do not match the expected behaviors, accommodations are identified and prescribed.

Third: When accommodations will not allow for participation in the regular assessment, the CSC determines if the student requires an alternate/different assessment. The following is an example of the form to be used:

Appendix C

Definitions of Categories Used in Tables

Definitions of Categories Used in Tables

Participation Categories (see Table 1)	
Category	**Definition**
Course or Curricular Validity	Decision about participation is based, in part or in whole, on whether the student received course or content areas covered by the assessment, or whether the assessment provides a valid measure of the student's curriculum.
IEP	Decision about participation is based, in part or in whole, on what the IEP team recommends. This recommendation may or may not be based on other variables.
Parent/Guardian	Decision is based specifically on the parents' desires, or must be specifically signed off by the parents.
Receiving Special Education Services/Percent Time	Decision about participation is based, in part or in whole, on whether the student receives special education services, what kind of services the student receives, or the percentage of time that the student receives special education services.
Yields Valid and Reliable Measure	Decision about participation is based, in part or in whole, on whether the score that would be derived from the student's participation, with or without accommodations, is deemed (by opinion or research) to be valid and/or reliable.
Other	Includes a variety of other possible determining factors (e.g., certification of a medical condition, parent or guardian assumes student is in a regular classroom).
Additional Testing Options (see Table 2)	
Out-of-Level Testing	Student may take the assessment designated for a lower level than the one in which he or she actually receives instruction.
Partial Participation	Student may take certain parts of the assessment, without being required to take others. Sometimes this means the student participates only in tests covering certain content areas. Sometimes it means that the student takes only certain subtests of an assessment.
Alternate Assessment	Student participates in a different assessment designed specifically for a subgroup of students. This includes assessments designed for students with severe cognitive disabilities in some states, and assessments for students who have not passed a graduation exam in others.
Accommodation Variables (see Table 5)	
Used for Instruction	A general guideline that is used to indicate that any accommodation that is used during instruction is also allowed during assessment. Sometimes this general guideline is qualified, such as when it is stipulated that the instructional accommodation may only be allowed for assessment if it does not change the construct being assessed.
IEP Determined	A general guideline that is used to indicate that the specific accommodations allowed for an individual student are to be determined by an IEP team. Sometimes this guideline stands alone, without any other guidelines from the state; in other cases, this guideline is used within the framework of specific guidelines on allowable accommodations.
Presentation Accommodations (see Table 7)	
Read Aloud	All of the assessment is read to the student (directions and items), or just part of the assessment is read to the student (e.g., directions).
Sign Language	All of the assessment (directions and items) is presented to the student via sign language (or other version, such as cued speech, signed English, etc.), or just part of the assessment is presented to the student via sign language (or other version such as cued speech, signed English, etc.).
Braille	All parts of the assessment are presented in Braille.
Large Print	All parts of the assessment are presented in large print.
Clarify Directions	Directions may be clarified through restatement for the student either in response to the administrators' decision that clarification is needed for all directions, or in response to student questions.

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Presentation Accommodations (continued)	
Visual Cues on Test / Instructions	Additional visual cues are provided for students, such as arrows, stickers, or stop signs, highlighting of key words or verbs, or supplementing text with pictures.
Administered by Other	Someone other than the regular test administrator gives test to student. Examples of this accommodation include administration by a special or regular education teacher, or other school personnel.
With Assistance	Someone is available to help the student during the testing, such as an aide.
Equipment	Variety of equipment options used to present the test materials, including computers, use of magnification equipment, auditory enhancers, noise buffers, and so on.
Other	All other types of accommodations that involve the way in which the assessment is presented.
Presentation Equipment Accommodations (see Table 9)	
Magnification Equipment	Equipment that enlarges the print size of the test.
Amplification Equipment	Equipment that increases the level of sound during the test (e.g., FM systems, hearing aids).
Noise Buffer	Ear mufflers, white noise, and other equipment used to block external sounds.
Templates	Placemarkers or templates used to mark location of focus on the test.
Abacus	Abacus, or similar counting tools.
Audio/Video Cassette	Test is presented through audio or video equipment (e.g., an audiotaped presentation or videotaped presentation).
Lighting/Acoustic	Changes to the amount or placement of lighting or special attention to the acoustics of the test setting.
Computer/Machine	Computer or other mechanical aid (e.g., slide projector) is used to present test.
Response Accommodations (see Table 12)	
Communication Device	Various communication devices (e.g., symbol boards) for the student to use in giving responses.
Computer or Machine	Computer or other machine (e.g., typewriter).
Spell Checker	Spell checker either as separate device or within word processing program; could also include print materials (e.g., glossary, dictionary).
Brailler	Brailler device or computer that generates response in Braille.
Tape Recorder	Students' verbal responses are tape recorded, generally for later transcription.
Calculator	Standard calculator and special function calculators. Sometimes one is allowed but not the other.
Write in Test Booklet	Student is allowed to write responses to items in the test booklet rather than on sheets (usually bubble format sheets) that are used by most students.
Proctor/Scribe	Student is allowed to respond verbally and a proctor or scribe then translates this to an answer sheet.
Pointing	Student is allowed to point to their response, and generally a staff member translates onto an answer sheet.
Other	All other types of accommodations that involve the way in which the student responds to the assessment are included here. Among popular "other" response accommodations are sign language (student responds by signing answers), use of lined paper, and use of a large print booklet.
Scheduling Accommodations (see Table 13)	
Extended Time	Student is allowed to take longer than is typically allowed for administration of the assessment. Sometimes the amount of extended time is specifically designated.
With Breaks	Breaks are allowed during assessments that typically are administered without breaks. Sometimes specific conditions are placed on when the breaks can occur (e.g., between subtests and not within subtests), and how long they are to be.
Time Beneficial to Student	Assessment is administered at a time that is most advantageous for the student. Often, this accommodation relates to medication administration schedules.

Scheduling Accommodations (continued)	
Student can no Longer Sustain Activity	The test administrator is allowed to stop the testing when the student demonstrates that he or she needs to stop.
Multiple Sessions	Assessments that are generally given in a single session are broken into multiple sessions so that student has breaks.
Over Multiple Days	Assessment is administered over several days when it is normally administered in one day.
Other	All other types of accommodations that involve the scheduling of the assessment are included here. An example of this kind of accommodation is allowing the student to take the subtests of an assessment in a different order from that typically followed.
Setting Accommodations (see Table 15)	
Individual	Student is assessed separately from other students.
Carrel	Student is assessed while seated in a study carrel.
Small Group	Student is assessed with a small group, separately from other students.
Special Education Class	Student is assessed in special education classroom. This accommodation usually implies an individual or small group administration.
Student's Home	Student is assessed at home. This is often offered when a student is placed out of their home school, for illness or other reasons.
Separate Room	Student is assessed in a separate room. This accommodation usually implies an individual or small group administration.
Seat Location/ Proximity	Student is assessed in a specifically designated seat location, usually in close proximity to test administrator.
Hospital	Student is assessed in a hospital setting, generally due to an illness or injury.
Other	All other types of accommodations that involve the setting in which the student participates in the assessment are included here. Included here is hospital settings.

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